

## Specially Designed Instructions (SDIs) for IEPs



### List of SDIs for IEPs:

- Extra time to complete the work or reading given
- A quiet area to complete the work or take a test
- Having someone read the material to them
- "Preferential seating," seating away from distractions, windows, doors, speakers, etc.
- Early dismissal from class to get to next class
- Personal time outs to regroup and prepare for transition
- Monthly, weekly, or bi-weekly phone or in person conferences with parents (progress monitoring)
- Visual charts
- Visual schedules
- Time warnings and increased transition time
- Special sign or signal between teacher and student to notify student of something
- Provide a study guide
- Longer assignments broken down and schedules out in pictures or words
- Allow 5 or 10 seconds (whatever child needs) processing time when a request is made
- Use only 1 question or instruction task at a time if child cannot do 2-3 part questions
- Recess and group activities to be designed with IEP goals in mind
- Homework assignments chunked down by teacher to define each task
- Advance notice of transitions
- Give sensory breaks – have child carry down attendance sheets or just a few envelopes down to office to allow for movement
- Unlimited access to bathroom to address medical needs \*note in teachers' planning book for substitutes
- Frequent reinforcement for desired/positive behaviors
- Allow use of preferred writing implement
- Provide video/audio recordings voice recognition software
- Breaking down tests into segments
- Provide notes, outlines, or organizers with key concepts or terms highlighted
- Frequent test breaks with opportunities to move
- Testing in a study carrel
- Testing in the morning only
- Special seating – seat pads, sit-upon balls, etc.
- Alternatives for completing assignments (typed instead of written, or verbal)
- Adaptive equipment – pens, pencils, calculators, fidget toys, large print books, audio, etc.
- Limit oral questions to the number that the child can manage
- To do lists
- Extra sets of textbooks at home
- Transportation plan for the bus
- Field trips will be accessible for student; parent will be notified in advance by \_\_\_ weeks for out of town field trips
- Copy of teacher notes prior to class
- Computer access for written work
- Student will have access to the school nurse if the student becomes anxious or overwhelmed

## 504 Accommodation Checklist



### Classroom environment and seating:

- Schedule changes are discussed ahead of time
- Visual distractions in classroom are minimal
- Seat in front of classroom
- Seat near teacher
- Consistent and clear limits are set for classroom behavior

### Assignments/Homework:

- Extra time to complete assigned work
- Shorten assignments/work periods
- Pair written instructions with oral instructions
- Check homework daily
- Adapt assignment to minimize writing (e.g. circle, cross out, write about line, etc.)

### Test taking and grading:

- Allow extra time for exam
- Give exam orally
- A quiet area to complete the work or take a test
- Give frequent short quizzes rather than long exam
- Provide written outline of main points prior to test

### Home/School/Community Communication:

- Provide daily/weekly progress checklist
- Call parent if \_\_\_\_\_
- Parent/student/teacher conference frequency \_\_\_\_\_

### Attention:

- Allow student to stand at times during seatwork (especially during end of task)
- Provide opportunity for seat breaks (structure with errands, physical activity, etc.)
- Teacher to stand near student when giving directions or presenting lessons
- Provide fidget object for manual activity (e.g. koosh ball, clay, worry beads, etc.)

### Organizational/Planning skills:

- Give assignments one at a time
- Provide written checklist for getting organized
- Provide extra set of books to keep at home
- Provide notebook with dividers and folders for work
- Remind student to check over work product